

## **JUNIOR HIGH SOCIAL STUDIES PROGRAM OF STUDIES**

This program of studies for the Junior High Social Studies Program has been approved for use in classrooms during the 1988-89 school year. However, provincial implementation is scheduled for September 1989.

**CURRICULUM**

LB  
1629.5  
A3  
A35  
1984  
gr.7-9  
add.soc.  
1988a

CURRGDHT

T



EX LIBRIS  
UNIVERSITATIS  
ALBERTÆNSIS

---

## A. PROGRAM RATIONALE AND PHILOSOPHY

---

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

---

Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content also serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Social Studies Program takes the following factors into account:

**The Nature and Needs of the Learner:** The expected learnings are consistent with the social and intellectual maturity of the students.

**The Nature and Needs of a Changing Society:** The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

**The Nature of Knowledge in Each Subject Area:** The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

**The Learning Environment:** The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and to communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a wide range of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

## B. GOAL AND OBJECTIVES

### GOAL

**RESPONSIBLE CITIZENSHIP** is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges and keep pace with an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill, and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

In order to understand why people act the way they do, one has to examine their underlying reasons for action including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

### OBJECTIVES

**KNOWLEDGE OBJECTIVES** – To be a responsible citizen, one needs to be well informed about the past, as well as the present, and to be prepared for the future by drawing on history and the social science disciplines. The knowledge objectives take into account the history of our community, the growth of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological, and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

**SKILL OBJECTIVES** – Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components.



Skill objectives for social studies are grouped into the following categories:

- |                      |  |
|----------------------|--|
| Process Skills       | - skills that help one acquire, evaluate and use information and ideas |
| Communication Skills | - skills that help one express and present information and ideas       |
| Participation Skills | - skills that help one interact with others                            |

**Inquiry Strategies** – Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues which need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry". This list of issues and questions is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, how). Decision making is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. The strategies provided in curriculum documents vary from elementary through secondary levels. (The 1981 Process for Social Inquiry is an example of a decision-making model.)

A MODEL FOR ANSWERING  
QUESTIONS OR SOLVING PROBLEMS

- Define a question/problem
- Develop questions or hypotheses to guide research
- Gather, organize and interpret information
- Develop a conclusion/solution

A MODEL FOR  
MAKING DECISIONS

- Identify an issue
- Identify possible alternatives
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives using collected information
- Make a decision, plan or take action on the decision (if desirable and feasible)
- Evaluate the process, the decision and the action

**ATTITUDE OBJECTIVES** – The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students will be encouraged to develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

## C. CONTENT

### 1. TOPICS OF STUDY

The program represents a balance between the immediate social environment and the larger social world; between small group and societal problems and issues; among local, regional, national and global affairs; among past, present and future directions; and among Western and non-Western cultures. Choices have been made that, of necessity, include some topics in the curriculum at the expense of others. Topics have been chosen to complement other subject areas and avoid unnecessary repetition of material from previous grades.

The Junior High Social Studies Curriculum examines people in society as they interact with their many environments – cultural, physical and economic. Within each topic, the geographic setting is to be used to develop and maintain geographic skills. "Issues and Questions for Inquiry" provide a guide for the organization and combination of the program dimensions – knowledge, skill and attitude objectives.

Current affairs and up-to-date information are an integral part of the Social Studies Program. The study of current events adds relevance and immediacy to the curriculum and helps foster student interest. Discussion of current events, issues and problems helps students understand their world and demonstrates the need for studying the past in order to understand the present. Units of study and material in textbooks, films and other media can be brought up-to-date. In addition, the study of current affairs provides students with opportunities to develop the skills needed to acquire, analyze and evaluate information that flows from the mass media, to make decisions, and to participate in society as responsible citizens.

The study of current events, issues and problems is not a simple task. Considerable time is often required to understand the background and intricacies of a particular event or issue. Therefore issues and events should be carefully selected to enhance the objectives of the Social Studies Program. In general, current affairs should be handled as inclusions in and extensions of curricular objectives and not as a separate topic isolated from the program. This provides some context and solves the problem of obtaining background material on a particular subject while illustrating the relevance of the material being studied.

### 2. REQUIRED/ELECTIVE COMPONENTS

The required component comprises 80% of the program and is represented by topics and statements of objectives that follow. The elective component occupies 20% of the program and provides enrichment and remediation consistent with the objectives of the course.

The required component encompasses the knowledge, skills and attitudes that all students should be expected to acquire.

The elective component provides opportunities to adapt and enhance instruction to meet the diverse needs, abilities and interests of students. It provides enrichment and additional assistance to individual students as necessary.

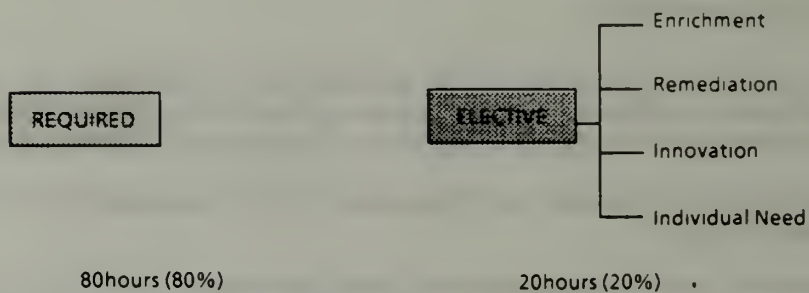
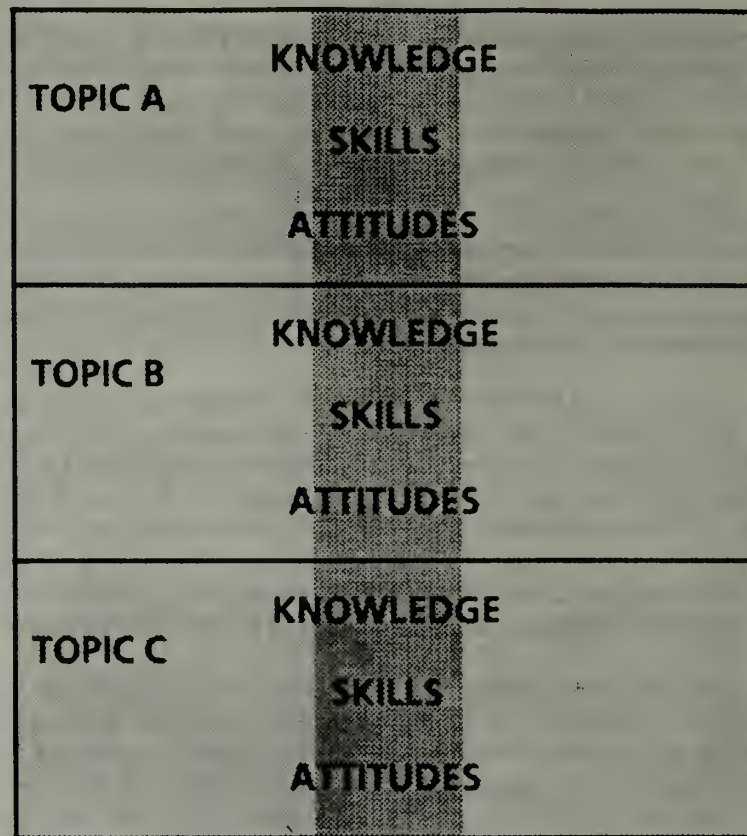
### 3. SEQUENCE OF PRESCRIBED TOPICS

The sequence of topics may be altered if necessary. However, in Grade 7, Topic 7A should be taught first as the concepts developed in that topic provide the basic understanding of culture needed for the other topics.



#### 4. TIME ALLOCATIONS

The minimum time allotment per course shall be 100 hours. It is intended that each topic should receive an equivalent amount of time within the time allotted for the course.





## GRADE SEVEN

### PEOPLE AND THEIR CULTURE

TOPIC A Culture

TOPIC B Cultural Transition: A Case Study of Japan

TOPIC C Canada: A Bilingual and Multicultural Country

#### FOCUS

The focus of study is culture in general, and the students' culture in particular. The study of another culture (the Japanese) provides the opportunity to apply cultural concepts.

#### RATIONALE

Each human society has particular patterns of behaviour that make up its culture. All cultures have some common characteristics; every culture also has some unique characteristics. Cultural change is a continuous process. In the past one hundred years, Japan has undergone major changes and as such is an example of a culture in transition. In addition, it is an important Pacific Rim nation that has economic ties with Canada and Alberta. The study of cultural interaction and adaptation in Canada necessitates an understanding of bilingualism and multiculturalism. A comparative study of cultures, within and outside a country, facilitates understanding of human behaviour and enhances students' global awareness.

## TOPIC A Culture

The intent of this study is to help students develop an understanding of culture.

Students will study the culture in their own immediate environment: home, school and community. Based on this experience, students will develop a basic understanding of their culture, which will help in the study of any culture.

### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

Major:           – What is culture?

Related:       – How do members of our cultural group express their individuality?  
                  – To what extent should individuals be expected to conform to a culture?  
                  – How should we respond to change within our culture?  
                  – How do family, school and the community influence individuals?  
                  – What relationships exist between communication and culture?  
                  – How do customs, traditions and laws influence our way of life?  
                  – How do beliefs and values in a community affect its institutions?

### KNOWLEDGE OBJECTIVES

– Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – Culture is a learned way of life shared by a group of people.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Communication in all its forms is the means by which culture is learned.	communication	– language – media – arts
Socialization is achieved through interaction with others.	socialization	– institutions (family, education, religion, government, economy, recreation – role models) – laws – customs – traditions
Beliefs and values influence behaviour.	beliefs/values	– religion – home – community – behaviour
Individuals assume a variety of roles.	role	– conformity – individuality – identity

**SKILLS OBJECTIVES**

– Students will be able to do the following:

PROCESS SKILLSLocating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationships between geography and culture.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing – with teacher assistance.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about basic aspects of culture.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – communication, socialization, beliefs/values, roles.
- Make generalizations by stating relationships among concepts about culture.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on culture.

COMMUNICATION SKILLS

- Construct a retrieval chart outlining the major aspects of any culture.
- Write, from a single point of view, from the perspective of the student as a writer, a clear and effective short report to defend a decision to encourage more conformity or individuality within some aspect of culture, emphasizing direct experience and background knowledge as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- Respect for the rights, needs, opinions and concerns of self and others.
- Appreciation of the need for cooperation in group work and community life.
- Willingness to contribute to group efforts and accept the decision of the group.
- Confidence in expressing their own ideas.



## TOPIC B Cultural Transition: A Case Study of Japan

The intent of this study is to help students understand cultural transition.

Students will study the changes that have occurred in Japanese culture in the past century.

### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How does culture change?
  - To what extent should change within a culture be encouraged?
- Related:
- What changes have taken place in Japanese culture?
  - What influences cultures to change?
  - What aspects of traditional Japanese culture have been retained?
  - What impact has contact with other societies had on Japanese culture?
  - How do people respond to cultural change?
  - What influences has Japanese culture had on your culture?

### KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – Cultural transition occurs as a result of internal and external influences.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Change results from one or a combination of causes.	agents of change	<ul style="list-style-type: none"><li>- technology</li><li>- natural environment (resources, geographic isolation)</li><li>- contact with other cultures</li><li>- invention</li><li>- aftermath of World War II</li></ul>
Change is a continuous process occurring unevenly within cultures.	transition	<ul style="list-style-type: none"><li>- lifestyles<ul style="list-style-type: none"><li>• communication</li><li>• socialization (institutions, etc.)</li><li>• beliefs/values</li><li>• role (worker, family, etc.)</li></ul></li><li>- adaptation</li></ul>
Some aspects of culture are more enduring than others.	cultural retention	<ul style="list-style-type: none"><li>- traditional way of life<ul style="list-style-type: none"><li>• communication</li><li>• socialization (institutions, etc.)</li><li>• beliefs/values</li><li>• role (worker, family, etc.)</li></ul></li></ul>



**SKILL OBJECTIVES**

– Students will be able to do the following:

**PROCESS SKILLS****Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps (political, physical, climate, vegetation) to identify relationships between geography and Japanese culture.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing – with teacher assistance.

**Analyzing/Synthesizing/Evaluating**

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about cultural transition in Japan.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – agents of change, transition, cultural retention.
- Make generalizations by stating relationships among concepts about cultural transition.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on cultural transition in Japan.

**COMMUNICATION SKILLS**

- Construct a chart outlining the major aspects of Japanese culture.
- Convey thoughts, feelings and information in an oral presentation to classroom groups on cultural transition. (Use appropriate vocabulary, voice production factors and non-verbal factors to communicate meaning and mood effectively.)

Note: The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

**PARTICIPATION SKILLS**

- Converse with others in a variety of settings including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- Appreciation of change as a common feature of life in all cultures.
- Empathy for people experiencing change.
- Willingness to consider opinions and interpretations different from their own.
- Sensitivity to the customs and beliefs of cultural groups other than their own.

## TOPIC C Canada: A Bilingual and Multicultural Country

The intent of this study is to help students develop an understanding of the bilingual and of the multicultural nature of Canada.

Students will study the bilingual and multicultural nature of Canada using the basic understanding of culture developed in Topic 7A. They will examine a variety of cultural groups, one of which shall be Metis, Indian or Inuit.

### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- What is unique about Canadian culture?
  - To what extent should Canada promote its bilingual and multicultural nature?
- Related:
- What is bilingualism in Canada?
  - What is multiculturalism in Canada?
  - What are the distinguishing cultural characteristics of selected groups?
  - How does one's cultural heritage influence one's way of life?
  - How have different cultural groups adapted to life in Canada?
  - How does bilingualism influence the Canadian way of life?
  - How does multiculturalism influence the Canadian way of life?

### KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – The policies of bilingualism and multiculturalism recognize and respect Canada's basic nature.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Cultural heritage is part of an individual's identity.	cultural heritage	<ul style="list-style-type: none"><li>- beliefs/values</li><li>- customs</li><li>- traditions</li><li>- legends/stories</li><li>- lifestyle</li></ul>
Canada's population is made up of both indigenous and immigrant cultural groups.	cultural groups	<ul style="list-style-type: none"><li>- country of origin</li><li>- settlement patterns</li><li>- indigenous groups</li><li>- immigration</li></ul>
Bilingualism recognizes the existence of two official languages.	bilingualism	<ul style="list-style-type: none"><li>- two official languages</li></ul>
Multiculturalism supports the existence of cultural diversity.	multiculturalism	<ul style="list-style-type: none"><li>- government policies</li><li>- contribution</li><li>- adaptation</li></ul>

**SKILL OBJECTIVES**

– Students will be able to do the following:

**PROCESS SKILLS****Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading, utilizing community resources, and using newspapers.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to illustrate the various nations from which many Canadians or their forbears emigrated.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing – with teacher assistance.

**Analyzing/Synthesizing/Evaluating**

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the basic aspects of the bilingual and of the multicultural nature of Canada.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – cultural heritage, cultural groups, bilingualism, multiculturalism.
- Make generalizations by stating relationships among concepts about bilingualism and multiculturalism.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on bilingualism and multiculturalism in Canada.

**COMMUNICATION SKILLS**

- Create a graph to show the cultural and ethnic origins of the present Canadian population.
- Write, from a single point of view, from the perspective of the student as writer a clear and effective letter to support a position on bilingualism and multiculturalism, emphasizing direct experience and background knowledge as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

**PARTICIPATION SKILLS**

- Converse with others in a variety of settings including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- Respect and tolerance for the rights, needs, opinions and concerns of others.
- Appreciation and respect for the contributions of cultural groups to Canada.
- Appreciation and respect for the worth of all people.
- Appreciation for what it means to be Canadian.
- A critical stance toward the decision-making process.





## **GRADE EIGHT**

### **HISTORY AND GEOGRAPHY IN THE WESTERN HEMISPHERE**

**TOPIC A** Geography of Canada and the United States

**TOPIC B** Canada: History to the Twentieth Century

**TOPIC C** South America: A Case Study of Brazil

#### **FOCUS**

The focus of study is physical and human geography in Canada, the United States and Brazil, and history in Canada.

#### **RATIONALE**

The study of history is concerned with unique events, eras, movements, nations, institutions, groups or individuals. It should not be a 'mad dash through time' but should provide a context for facts and allow for critical thinking and the development of concepts and generalizations. The study of human geography is similar to history in that it takes a comprehensive view of humankind and earth but, whereas history stresses time relationships, geography stresses relationships of place.

In Grade 5, the focus of study is the interaction between the Natives and the French and British explorers, missionaries and settlers in New France and the Hudson Bay area. The Grade 8 program builds on this by exploring the development of Canada as a country through the nineteenth century. By the end of Grade 8 students are prepared for a more formal study of Canada. The geography of Canada presented in Grade 5 is expanded upon and studied in the context of North America. The study of history and geography in the Western Hemisphere will provide students with an increased understanding of Canada as a North American nation and contribute to the requirements of citizenship.

The study of regions helps us to see the world as an integrated system of places that we can comprehend as an interdependent whole. Regions are manageable units upon which to organize our knowledge of the world. We may view regions as an intermediate step between our knowledge of local places and our knowledge of the entire world.

The study will extend the students' understanding of geography and provide a broad chronological overview of Canadian history. A general understanding of the physical geography of Canada and the United States is important as it forms the basis for the understanding of human activity and future development in the region. This will provide a framework for the study of other regions. The inclusion of South America as an area of study allows students to continue to expand their global awareness, and to increase their tolerance and respect for others.

## TOPIC A Geography of Canada and the United States

The intent of this study is to help students develop an understanding of the relationship of geography to patterns of life in Canada and the United States.

Students will study the geography of Canada and the United States.

### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:**
- How are patterns of life in Canada and the United States influenced by human and physical geography?
  - To what extent does physical environment influence a people's way of life?
- Related:**
- What are the major physical features of Canada and the United States?
  - What are the major characteristics of the human geography of Canada and the United States?
  - What are the major economic regions of Canada and the United States?
  - How are Canada and the United States linked by physical and human geography?
  - To what extent should we modify our physical environment?
  - To what extent should we consider physical environment when we develop our resources?

### KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

**MAJOR GENERALIZATION –** The interaction of people with their physical environment influences patterns of life.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Regions are the basic unit of a geographic study and can be defined by a variety of criteria.	regions	<ul style="list-style-type: none"> <li>- regional unity</li> <li>- physical region</li> <li>- political region</li> <li>- economic region</li> </ul>
Every person and place has an absolute and a relative location.	location	<ul style="list-style-type: none"> <li>- absolute location                             <ul style="list-style-type: none"> <li>• latitude/longitude</li> </ul> </li> <li>- relative location</li> </ul>
All places have special human and physical characteristics that distinguish them.	place	<ul style="list-style-type: none"> <li>- environment</li> <li>- physical factors                             <ul style="list-style-type: none"> <li>• landforms/bodies of water</li> <li>• climate/vegetation</li> <li>• natural resources</li> </ul> </li> <li>- human factors                             <ul style="list-style-type: none"> <li>• settlement patterns, occupations, recreation</li> <li>• beliefs/ideas</li> </ul> </li> </ul>
The environment is constantly being changed by human and physical forces.		
Unequal distribution of resources between regions may lead to movement of goods, people and ideas.	movement	<ul style="list-style-type: none"> <li>- transportation</li> <li>- communication</li> <li>- trade patterns</li> <li>- interdependence</li> </ul>
People are constantly interacting with their physical environment to meet their needs.	environmental interaction	<ul style="list-style-type: none"> <li>- adaptation</li> <li>- resource development                             <ul style="list-style-type: none"> <li>• consequences</li> </ul> </li> <li>- environmental limitations</li> <li>- environmental emergencies</li> </ul>

**SKILL OBJECTIVES**

– Students will be able to do the following:

**PROCESS SKILLS****Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationships between human and physical geography.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

**Analyzing/Synthesizing/Evaluating**

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the relationship of geography to the patterns of life in Canada and the United States.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – regions, location, place, movement, environmental interaction.
- Make generalizations by stating relationships among concepts about interactions of people with their physical environment.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the relationship of geography to patterns of life in Canada and the United States.

**COMMUNICATION SKILLS**

- Construct maps (including contour maps) demonstrating use of symbols, location, direction, distance, scale and physical geography.
- Write, from more than one point of view, a clear and effective report on the relationship of geography to the patterns of life in Canada and the United States, adding vicarious experience to direct experiences as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C.

**PARTICIPATION SKILLS**

- Converse with others in a variety of settings including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- Appreciation for consequences of people's interaction with their environment.
- Appreciation of interdependence as a common feature of life.
- Willingness to cooperate and work with others.
- A critical stance toward the decision-making process.



## TOPIC B Canada: History to the Twentieth Century

The intent of this study is to help students develop a greater understanding of Canada

Students will study the historical development of Canada to the present century.

### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:            - How did Canada become a nation?
- Related:        - How did the French and British influence the development of Canada?
- What were the reasons for exploration and settlement?
- What factors contributed to Canada's expansion?
- What were the reasons for Confederation?
- Why did bilingualism develop in Canada?
- Why was the West settled?
- How did individuals contribute to the political development of Canada?

### KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - The development of Canada as a country has been shaped by a number of significant events, and the contributions of individuals.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Colonization was one result of competition between nations for new territory.	colonization	- New France - British colonies - authority of the colonial government - trade with Britain
Many different factors influenced the settlement and exploration of Canada.	settlement	- Native people - United Empire Loyalists - explorers of Western Canada - migration from Europe - Red River Settlement
The use of more than one official language results from a nation's unique history.	nationhood	- two founding peoples - Proclamation Act 1763 - Quebec Act 1774 - Constitutional Act 1791 - struggle for reform in the colonies • Louis-Joseph Papineau/William Lyon MacKenzie • Rebellions of 1837 • Act of Union 1841
Confederation was a response both to internal and external pressures.		- Confederation • American Civil War • B.N.A. Act, 1867 • John A. Macdonald • bilingualism - response to expansion • Louis Riel - Canadian Pacific Railway - creation of provinces



**SKILL OBJECTIVES**

– Students will be able to do the following:

**PROCESS SKILLS****Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in political cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret historical maps to uncover the relationships between human and physical geography on the development of the Canadian nation.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

**Analyzing/Synthesizing/Evaluating**

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the historical development of Canada.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – colonization, settlement, nationhood.
- Make generalizations by stating relationships among concepts about significant events and contributions of individuals in Canadian history.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the historical development of Canada.

**COMMUNICATION SKILLS**

- Construct a timeline of major events and contributions of individuals in shaping the political development of Canada.
- Write, from more than one point of view, a clear and effective letter to support a position on the historical development of Canada (significant events and contributions of individuals), adding vicarious experience to direct experience as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C

**PARTICIPATION SKILLS**

- Converse with others in a variety of settings including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- Appreciation for the way in which knowledge of the past helps them understand the present and the future.
- Appreciation of British and French interaction in shaping Canada's political development.
- Appreciation for the contributions of individuals, groups and events to the development of Canada.
- Willingness to consider opinions and interpretations different from their own.
- Respect for democratic principles.

### TOPIC C South America: A Case Study of Brazil

The intent of this study is to help students to extend their understanding of geography.

Students will study the physical and human geography of Brazil over time.

#### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:        - What has been the interaction between physical and human geography in Brazil over time?
- Related:     - What are the major physical features of South America?  
               - How does the culture of Brazil reflect the variety of origins of its people?  
               - How has human settlement altered the physical environment of Brazil (past and present)?  
               - What issues and trends are likely to influence the relationships of the people of Brazil with their physical environment?

#### KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - The interactions of people with their physical environment continues to influence patterns of life in Brazil.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Physical geography influences human settlement.	settlement patterns	- physical geography - exploration - settlement - expansion
The physical environment provides opportunity and at the same time imposes limitations.		
Modification of the physical environment can have both beneficial and detrimental effects.	human geography	- transportation - communication - population patterns - resource development - lifestyle - cultural groups

**SKILL OBJECTIVES**

– Students will be able to do the following:

**PROCESS SKILLS****Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationship between human and physical geography on the development of Brazil.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

**Analyzing/Synthesizing/Evaluating**

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about basic relationships between physical and human geography in Brazil.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – settlement patterns, human geography.
- Make generalizations by stating relationships among concepts about interactions of people with their physical environment.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on relationships between history and geography in Brazil.

**COMMUNICATION SKILLS**

- Construct a graph to show the cultural and ethnic origins of the present Brazilian population.
- Convey information and explain thoughts, feelings and ideas in an oral presentation to classroom groups about the impact of geography on the development of Brazil. (Use appropriate vocabulary, voice production factors and non-verbal factors to communicate meaning and mood effectively.)

**Note:** The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C.

**PARTICIPATION SKILLS**

- Converse with others in a variety of settings including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- Appreciation for consequences of people's interactions with their environment.
- Acceptance of the responsibility of the individual in the global community.
- Respect and tolerance for the rights, needs, opinions and concerns of others.
- Sensitivity to the points of view of cultural groups other than their own.

[Faint, illegible text covering the majority of the page, likely bleed-through from the reverse side.]



## GRADE NINE

### ECONOMIC GROWTH: DIFFERING PERSPECTIVES

TOPIC A Economic Growth: U.S.A.

TOPIC B Economic Growth: U.S.S.R.

TOPIC C Canada: Responding to Change

#### FOCUS

Underlying economic growth is the conflict between unlimited economic needs and wants and limited natural and human resources. The focus of study is on industrialization and the way that the United States and the Soviet Union have organized themselves economically. Issues related to technological change will be emphasized in the study of Canada. The relationships among economic growth, economic organization and quality of life will be examined.

#### RATIONALE

Each society has established economic systems in response to economic problems. Economic growth refers to the rate of increase in a nation's economic output and involves the growth of the labour force and capital as well as technical progress. Technology is an important component of economic growth and is the underlying theme of the Grade 9 course. The understandings and relationships discovered through a study of economic growth can be used by students to analyze economic problems and to develop a personal response.

The Industrial Revolution began in Great Britain because the factors needed for industrial growth were present there. A brief overview of the Industrial Revolution will form part of the study of economic growth in the leading industrial nation in the world, the United States. This study of economic growth will be contrasted with that of the Soviet Union. Through the study of the economic development of the United States, the Soviet Union and Canada, students will learn to make informed choices about economic growth and technological change.

## TOPIC A Economic Growth: U.S.A.

The intent of this study is to help students understand how economic growth within a market economy affects the quality of life.

Students will study the growth of industrialization in the United States.

### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:**
- How has a market economy influenced economic growth in the United States?
  - How has the quality of life been shaped by economic growth in the United States?
- Related:**
- What were some important historical influences upon industrialization in the United States?
  - How did the changes in technology influence work?
  - How did the changes in technology influence production?
  - What are some of the factors that led to the development of corporations?
  - What role have entrepreneurs played in the economic growth of the United States?
  - What role has labour played in the economic growth of the United States?
  - What role has government played in the economic growth of the United States?
  - To what extent can individuals influence the economy?
  - What are some advantages and disadvantages to the individual in a market economy?

### KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – A market economy has been the vehicle for economic growth in the United States.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Significant change results from industrialization.	industrialization	<ul style="list-style-type: none"> <li>- Industrial Revolution               <ul style="list-style-type: none"> <li>• domestic/factory system</li> <li>• urbanization</li> <li>• mechanization</li> <li>• specialization</li> </ul> </li> <li>- mass production</li> <li>- automation</li> <li>- transportation</li> <li>- immigration</li> <li>- change</li> </ul>
In a market economy, land, labour and capital are combined by private producers.	market economy	<ul style="list-style-type: none"> <li>- scarcity</li> <li>- factors of production</li> <li>- corporations</li> <li>- role of entrepreneurs</li> <li>- role of labour</li> <li>- role of government</li> <li>- role of consumers</li> <li>- beliefs/values</li> </ul>
In a market economy, the quality of life is influenced by an emphasis on individualism and private ownership.	quality of life	<ul style="list-style-type: none"> <li>- lifestyle (social, economic, spiritual, physical, etc.)</li> </ul>

**SKILL OBJECTIVES**

– Students will be able to do the following:

**PROCESS SKILLS****Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in the United States.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

**Analyzing/Synthesizing/Evaluating**

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about economic growth within a market economy.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – industrialization, market economy, quality of life.
- Make generalizations by stating relationships among concepts about economic growth within a market economy.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the United States.

**COMMUNICATION SKILLS**

- Construct a timeline of major events and individuals in the industrial development of the United States.
- Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective essay/position paper on the influence of the market economy on growth of industrialization in the United States, with more emphasis on the synthesis and evaluation of information from varied sources.

Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

**PARTICIPATION SKILLS**

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- Appreciation for the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Appreciation of the need for balance between freedom and responsibility.
- Appreciation of the contributions of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.



## TOPIC B Economic Growth: U.S.S.R.

The intent of this study is to help students understand how economic growth within a centrally planned economy affects the quality of life.

Students will study the growth of industrialization in the Soviet Union.

### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How has a centrally planned economy influenced economic growth in the Soviet Union?
  - How has the quality of life been shaped by economic growth in the Soviet Union?
- Related:
- What are the important geographic and economic influences on the industrial development of the Soviet Union?
  - What were some important historical influences upon industrialization in the Soviet Union?
  - How are the lives of citizens affected by the economic system?
  - What role has government played in the economic growth of the Soviet Union?
  - To what extent can individuals influence the economy?
  - What are some advantages and disadvantages to the individual in a centrally planned economy?

### KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – A centrally planned economy has been the vehicle for economic growth in the Soviet Union.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
The physical environment provides opportunity and at the same time imposes limitations.	geography	- location, landforms, bodies of water, climate, vegetation, natural resources, size, population distribution
Significant change results from industrialization.	industrialization	- economic and social conditions in Russia prior to 1917 <ul style="list-style-type: none"> <li>• serfdom</li> <li>• agrarian society</li> </ul>
The growth of industrialization was based on government planning.		- 1917 Revolution (causes and results)
		- economic planning <ul style="list-style-type: none"> <li>• New Economic Policy – Lenin</li> <li>• Collectives</li> <li>• Five-Year Plans – Stalin</li> <li>• change</li> </ul>
In a centrally planned economy, land, labour and capital are controlled by government.	centrally planned economy	- scarcity
		- factors of production
		- role of government
		- role of consumers
		- role of labour
		- centralization
		- beliefs/values
In a centrally planned economy, the quality of life is influenced by an emphasis on collectivism and public ownership.	quality of life	- lifestyle (social, economic, spiritual, physical, etc.)

**SKILL OBJECTIVES**

– Students will be able to do the following:

**PROCESS SKILLS****Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in the Soviet Union.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

**Analyzing/Synthesizing/Evaluating**

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about economic growth within a centrally planned economy.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – geography, industrialization, centrally planned economy, quality of life.
- Make generalizations by stating relationships among concepts about economic growth within a centrally planned economy.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the Soviet Union.

**COMMUNICATION SKILLS**

- Construct a timeline of major events shaping the industrial development of the Soviet Union.
- Convey information, explain thoughts, feelings and ideas, and use persuasive arguments in a panel discussion to support a position on the quality of life in a centrally planned economy. (Use appropriate vocabulary, voice production factors, and non-verbal factors to communicate meaning and mood effectively.)

**Note:** The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

**PARTICIPATION SKILLS**

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- Appreciation for the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Willingness to consider opinions and interpretations different from their own.
- Appreciation of the contribution of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.

## TOPIC C Canada: Responding to Change

The intent of this study is to help students understand technological change and its effect on quality of life within a mixed economy so that they can make informed choices about economic growth.

Students will study economic growth and technological change in the Canadian context.

### ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:           – How should we respond to technological change?
- Related:       – How is technological change affecting our quality of life?  
                   – How is technology affecting the way people work?  
                   – How is technological change affecting the world of work?  
                   – In what ways can individuals influence technological change?  
                   – In what ways can government influence technological change?  
                   – How are labour and management responding to technological change?  
                   – To what extent should governments influence economic growth?  
                   – What are some advantages and disadvantages of continued economic growth?

### KNOWLEDGE OBJECTIVES – Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – Economic growth and technological change affect the quality of life.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Technology has affected our way of life and will continue to influence our future.	technology	<ul style="list-style-type: none"> <li>– utilization               <ul style="list-style-type: none"> <li>• primary industries</li> <li>• secondary industries</li> <li>• tertiary industries</li> </ul> </li> <li>– innovation (robotics, computers, information revolution, genetics)</li> <li>– implications               <ul style="list-style-type: none"> <li>• social</li> <li>• economic</li> <li>• political</li> <li>• environmental</li> </ul> </li> </ul>
In a mixed economy, economic decisions are made by both the public and private sectors.	mixed economy	<ul style="list-style-type: none"> <li>– scarcity</li> <li>– factors of production</li> <li>– role of business, labour, government, consumers</li> <li>– labour-management relations</li> <li>– public sector</li> <li>– private sector</li> <li>– beliefs/values</li> </ul>
Quality of life is affected by changes in technology.	quality of life	<ul style="list-style-type: none"> <li>– lifestyle (social, economic, spiritual, physical, etc.)</li> </ul>



**SKILL OBJECTIVES**

– Students will be able to do the following:

**PROCESS SKILLS****Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in Canada.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

**Analyzing/Synthesizing/Evaluating**

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about technological change and its effect on quality of life.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – technology, mixed economy, quality of life.
- Make generalizations by stating relationships among concepts about technological change and its effect on quality of life.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on responding to change.

**COMMUNICATION SKILLS**

- Construct a map of your local area to indicate the location of the various industries. Classify the industries as primary, secondary and tertiary by using a colour scheme and corresponding key.
  - Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective letter about technological change and its effect on quality of life, with more emphasis on synthesis and evaluation of information from varied sources.
- Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

**PARTICIPATION SKILLS**

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

**ATTITUDE OBJECTIVES**

– Students will be encouraged to develop:

- An appreciation for the varied effects of economic growth on our quality of life.
- Acceptance that change is a common feature of life.
- Concern with issues of significance to the future of Canada and themselves.
- Willingness to participate responsibly in the resolution of issues.
- Appreciation that social issues are complex and may take time to resolve.



## D. LEARNING RESOURCES

### 1. DEFINITIONS

- 1.1 In terms of provincial policy, learning resources are those print, nonprint, and electronic software materials used by teachers or students to facilitate teaching and learning.
- 1.2 Basic Learning Resources are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

#### AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

- 1.3 Recommended Learning Resources are those learning resources approved by Alberta Education because they complement Basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.
- 1.4 Supplementary Learning Resources are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

### 2. BASIC LEARNING RESOURCES

Three to ten print and/or nonprint resources have been authorized as basic for social studies instruction at each grade level.

The basic learning resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are available for purchase at 25% discount from the Learning Resources Distributing Centre and are listed in the 1988-89 Learning Resources Distributing Centre Buyers Guide.

Resources, once authorized as basic, retain this status for a minimum period of three years.

Resources that are authorized as basic for use with the Alberta Social Studies Curriculum are as follows:

NOTE: The Junior High Social Studies Program is under revision. Teachers should note all titles that have an asterisk (\*) as these resources are under review. Decisions regarding retention, phase-out and/or withdrawal of presently authorized resources are anticipated by June 1989. New learning resources to support the revised program are expected to be available by June 1989



Grade & Topic	Title	Publisher
7A	<i>Marooned: An Examination of Culture</i> 3rd Edition, 1984 (Kit) <i>Understanding Cultures</i>	Canadian Social Sciences Services Ltd.  Prentice-Hall
7B		Resources under review
(New) 7C	<i>Canada's People: The Metis</i>  Kanata Series: <i>Cultures in Canada: Strength in Diversity</i> (Redeveloped 7C Kanata Kit) Text Teacher Guide Media Kit	Plains Publishing  Weigl Education Publishers Limited
	Multicultural Canada Series: <i>The Chinese Canadians</i> (out of print) <i>The Italian Canadians</i> <i>The Japanese Canadians</i> (out of print) <i>The Jewish Canadians</i> <i>The Mennonite Canadians</i> (out of print) <i>The Ukrainian Canadians</i> (out of print)	Nelson Canada
	* <i>The Metis People of Canada: A History</i>	The Alberta Federation of Metis Settlement Associations and Syncrude Canada Ltd.
	<i>The Peigan: A Nation in Transition</i>	Plains Publishing
8A		Resource being developed
8B	Kanata Series: <i>Canada's Political Heritage: Conflict and Change</i> (Redeveloped 8A Kanata Kit) Text Teacher Guide Media Kit	Weigl Educational Publishers Limited

Grade & Topic	Title	Publisher
8C		Resource being developed
9A		Resource being developed
	<i>* People, Technology and Change</i>	McGraw-Hill Ryerson Limited
9B	<i>The Soviet Union</i>	Canadian Social Sciences Services Limited
9C		Resource being developed (Kanata Series)
	<i>* Across Canada: Resources and Regions</i>	John Wiley & Sons Canada Limited
	<i>* People, Technology and Change</i>	McGraw-Hill Ryerson Limited

### 3. RECOMMENDED LEARNING RESOURCES

Recommended learning resources are presently under review.

[illegible]





